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ABSTRACT

Designed to provide data to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this performance profile presents longitudinal information on student outcomes by college. The following data are presented: (1) percentage of career credit students employed full time in their field of training, 1980-1986; (2) percentage of employers rating training of graduates as very good or good, 1980-1986; (3) percentage of graduates passing the State Nursing Licensing Examination on their first attempt, 1982-1986; (4) employment status of 1986 career graduates in 1987; (5) employer ratings of career training of 1986 graduates; (6) percentage of transfer credit students who achieved their transfer goal, 1980-1986; (7) percentage of transfer students in good academic standing at their four-year institution, 1983-1986; and (8) percentage of students rating their transfer preparation as very good or good, 1986. Technical notes on data sources are included. (EJV)

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PERFORMANCE PROFILE

MARYLAND COMMUNITY COLLEGES

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JANUARY, 1988

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PERFORMANCE PROFILE

MARYLAND COMMUNITY COLLEGES

The State Board for Community Colleges uses a concise summary of information about student outcomes called the Performance Profile to provide information to the Maryland community colleges for self-improvement and to demonstrate institutional accountability.

There are two central reasons for using the Performance Profile. First, it is sound educational practice to have a systematic method for reviewing institutional achievements and, second, there is a growing public concern about the quality of Maryland's educational system.

The use of the Performance Profile is guided by the following principles:

- The variables used in the Performance Profile should be consistent with the mission and goals of the Maryland community college system.

- Maryland community colleges are committed to excellence in achieving the broad purposes of education and they set high expectations for students in developing critical thinking, clear expression, and responsible citizenship. In an operational sense, quality is measured by student success at transfer institutions, in finding jobs, and in job performance.

- Assessment of college performance should be done in terms of multiple measures. Colleges are complex organizations with overlapping goals, and no single variable should be thought of as a complete measure.

- Data for each variable should be displayed as trends.

- The primary body responsible for analyzing and acting on the Performance Profile is the local community college board of trustees. Each board bears the primary responsibility for establishing the policy directions and evaluating the success of the college.

- The Performance Profile should be accompanied by an explanation of its purposes, methodology, and limitations and made public.

The Performance Profile is an evolutionary document, revised and improved as necessary; for example, criteria related to noncredit instruction are being developed. Data in the Profile are updated annually by the State Board for Community Colleges and transmitted through the community college presidents to each local board for analysis and for action, as appropriate.

PERFORMANCE PROFILE: CAREER CREDIT STUDENTS
MARYLAND COMMUNITY COLLEGES

College	Full-time employment in field of training(a)(b)(c)				Employers rating training of graduates very good or good(a)				First-time pass rate for State nursing licensing examination				
	1980 %	1982 %	1984 %	1986 %	1980 %	1982 %	1984 %	1986 %	1982 %	1983 %	1984 %	1985 %	1986 %
Allegany (AL)	51	47	50	48	92	88	98	91	98	85	90	91	92
Anne Arundel (AN)	67	62	61	56	78	96	96	94	97	94	97	97	97
Baltimore (BA)	51	44	51	46	95	88	84	81	98	93	94	95	100
Catonsville (CA)	59	62	70	63	90	93	87	91	96	95	95	92	90
Cecil (CE)	58	57	62	66	-	-	93	91	-	80	86	82	81
Charles (CHA)	62	57	63	57	93	94	89	96	92	87	88	83	84
Chesapeake (CHE)	-	60	60	63	-	-	93	96	-	-	-	-	-
Dundalk (DU)	44	42	56	45	92	75	96	92	-	-	-	-	-
Essex (ES)	59	59	64	63	88	84	85	86	94	91	92	93	92
Frederick (FR)	68	60	61	42	61	75	100	92	100	96	100	100	100
Garrett (GA)	40	39	42	50	-	-	-	-	-	-	-	-	-
Hagerstown (HG)	62	59	58	55	86	86	97	86	89	89	96	92	92
Harford (HR)	52	53	53	52	87	84	85	89	88	96	86	93	95
Howard (HO)	60	54	63	65	88	81	78	88	92	86	85	91	89
Montgomery (MO)	50	42	49	47	84	91	91	87	98	97	95	94	94
Prince George's (PR)	60	55	60	60	89	95	81	95	79	83	90	86	85
Wor-Wic Tech (WO)	50	48	64	56	-	94	90	90	100	92	97	100	100
Systemwide	56	53	58	55	87	89	89	90	93	90	92	95	92

- o The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- o Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- o A "-" (dash) designates total cell size smaller than ten or data not available.

Footnotes:

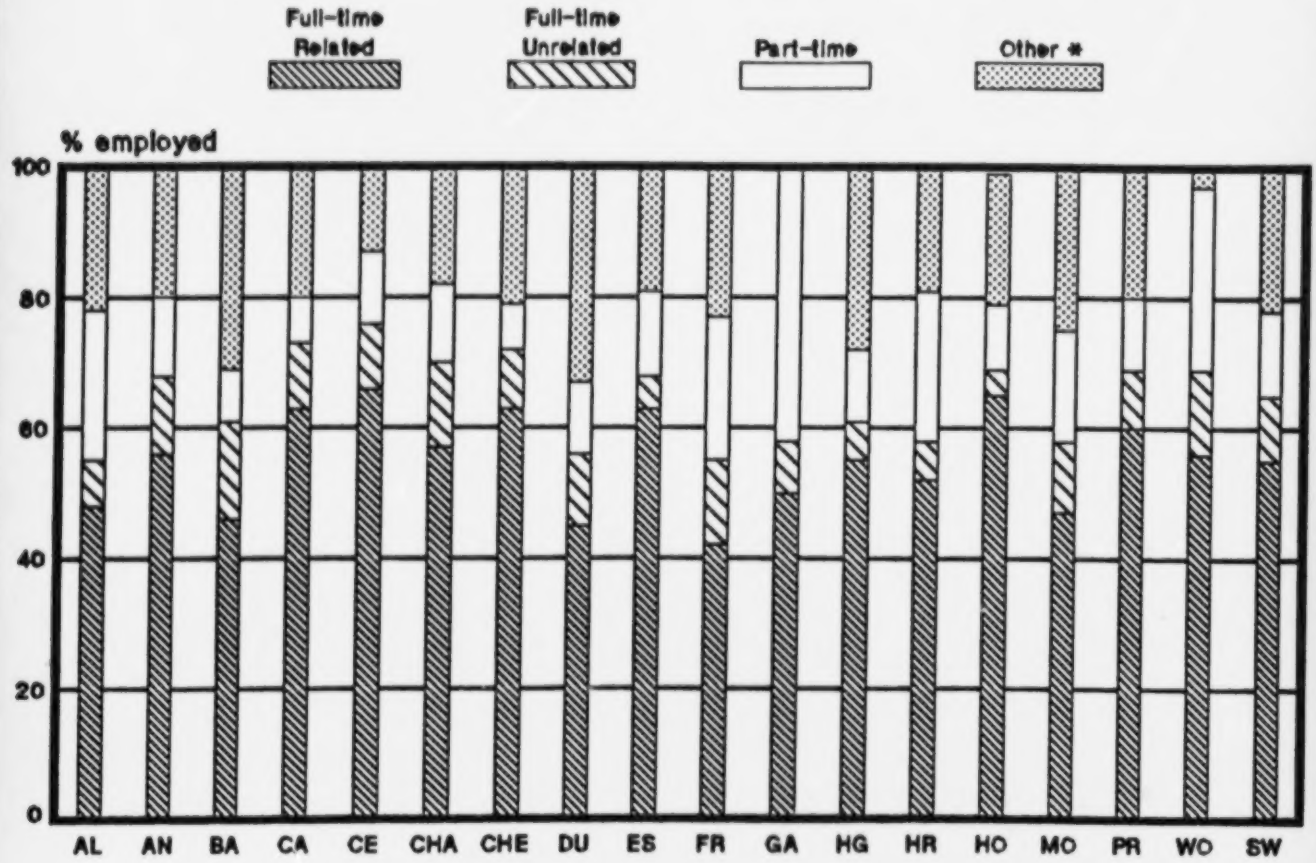
(a) Graduates and employers were surveyed one year after graduation. In systemwide results, a variation of ± 2 percent could be due to sampling error. For the college results, variations of ± 5 percent could be due to sampling error.

(b) Includes AA and certificate graduates who reported field of training directly or somewhat related to employment.

(c) Employment in field of training also varies by program and program area with higher rates in Health Services Technologies (60 percent) and Mechanical and Engineering Technologies (64 percent); and lower placement rates in Public Service Technologies (38 percent), Data Processing Technologies (51 percent), and Business and Commerce Technologies (56 percent).

CAREER GRADUATES EMPLOYED IN FIELD OF TRAINING

MARYLAND COMMUNITY COLLEGES

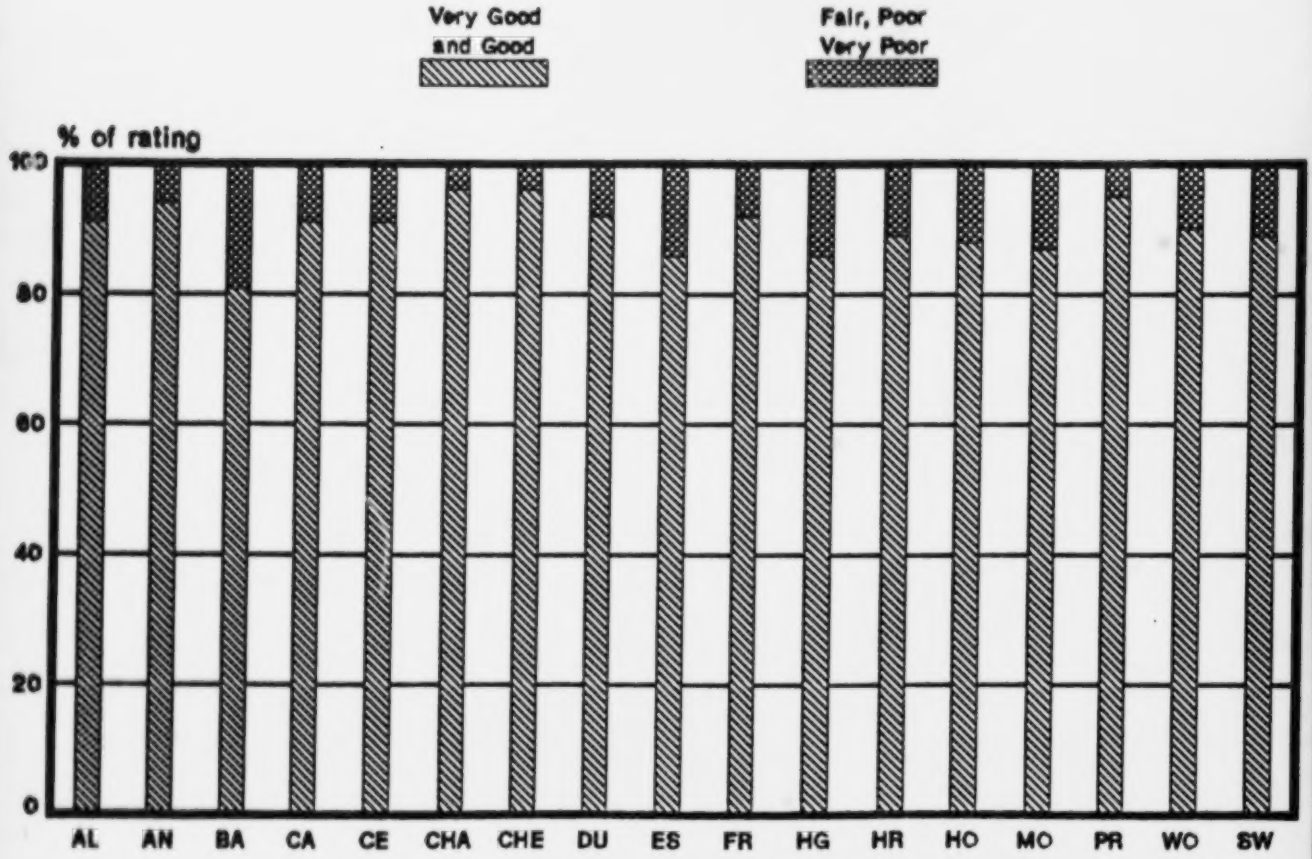


* Other: Transfer, Home, Military, Seeking Work

Source: 1986 Graduates surveyed in 1987

EMPLOYER RATING OF CAREER TRAINING - 1986 GRADUATES

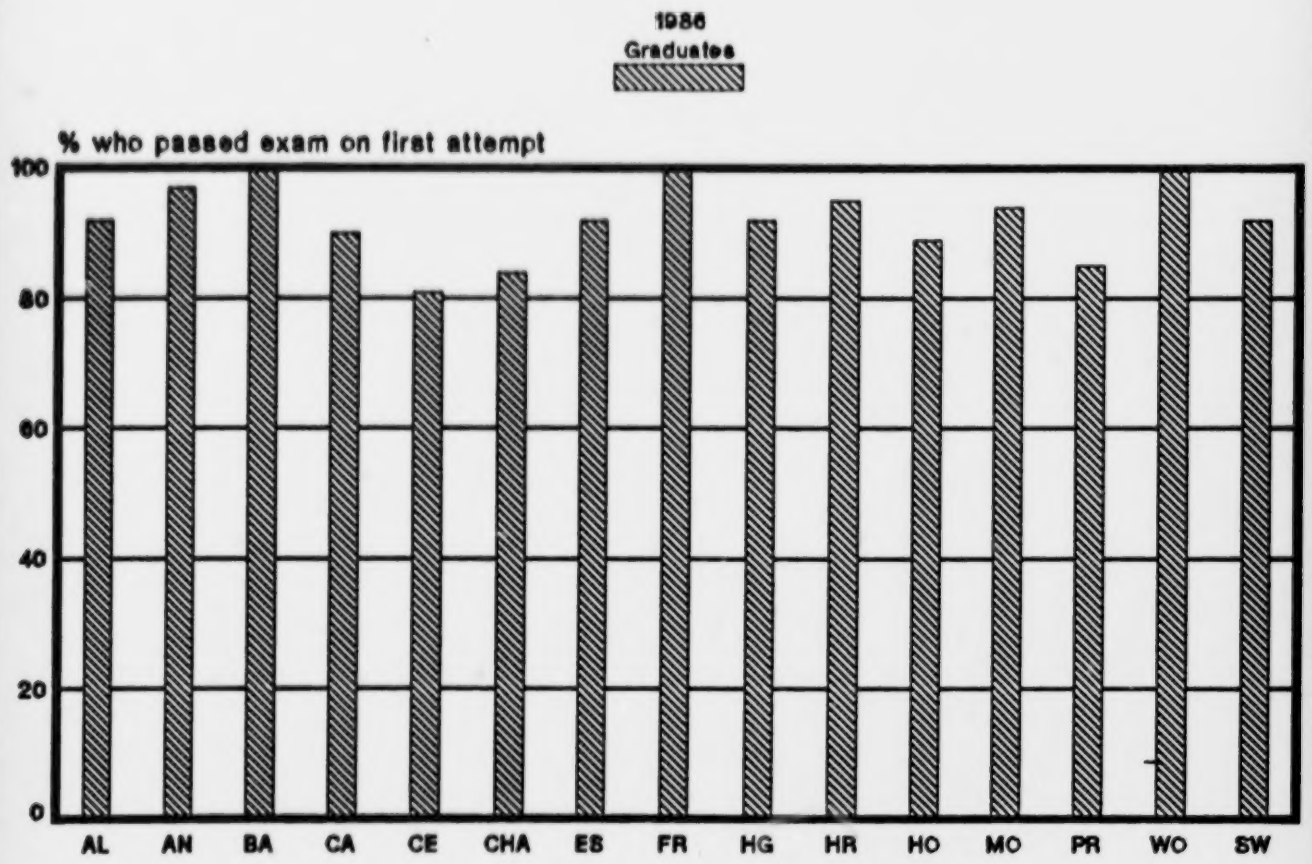
MARYLAND COMMUNITY COLLEGES



Source: Employers of 1986 graduates surveyed in 1987

STATE NURSING LICENSING EXAMINATION

MARYLAND COMMUNITY COLLEGES



Source: Maryland State Board of Nursing

PERFORMANCE PROFILE: TRANSFER CREDIT STUDENTS
MARYLAND COMMUNITY COLLEGES

College	Transfer Goal achievement(a)(b) Graduates				Good standing at University of MD (c)				Good standing at Other MD public 4-yr institutions(d)		Student rating of transfer preparation(b) as very good or good(e) Graduates
	1980 %	1982 %	1984 %	1986 %	1983 %	1984 %	1985 %	1986 %	1984 %	1985 %	1986 %
Allegany (AL)	76	73	74	80	88	76	85	70	91	88	73
Anne Arundel (AN)	81	76	79	73	80	86	83	84	80	78	81
Baltimore (BA)	64	65	62	71	61	80	77	76	64	58	71
Catonsville (CA)	78	82	73	76	79	85	89	83	82	83	80
Cecil (CE)	93	71	55	75	77	73	71	-	75	100	94
Charles (CHA)	63	73	68	71	78	82	89	88	77	74	75
Chesapeake (CHE)	58	63	90	65	74	73	93	74	83	83	74
Dundalk (DU)	71	70	73	74	-	-	-	-	82	77	73
Essex (ES)	75	82	84	79	70	81	85	87	83	78	79
Frederick (FR)	83	76	76	85	83	83	89	86	71	78	82
Garrett (GA)	79	79	86	-	80	-	-	-	80	83	-
Hagerstown (HG)	80	85	71	87	74	82	93	88	84	-	82
Harford (HR)	89	77	79	71	79	78	79	91	76	82	76
Howard (HO)	86	86	81	74	73	83	83	81	65	77	81
Montgomery (MO)	81	81	77	77	80	85	86	87	76	76	79
Prince George's (PR)	79	78	72	75	78	84	83	83	75	72	78
Wor-Wic Tech (WO)	-	-	-	-	-	-	-	-	64	64	-
Systemwide	78	78	75	76	79	84	85	85	78	77	78

- o The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- o Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- o Transfer success rates are affected by the choice and stability of major.
- o A "-" (dash) designates total cell size smaller than ten or data not available.

Footnotes:

(a) Proportion of students who had a goal to prepare for transfer who report having transferred.

(b) Graduates were surveyed one year after graduation. In systemwide results, a variation of ± 2 percent could be due to sampling error. For the college results, variations of ± 5 percent could be due to sampling error.

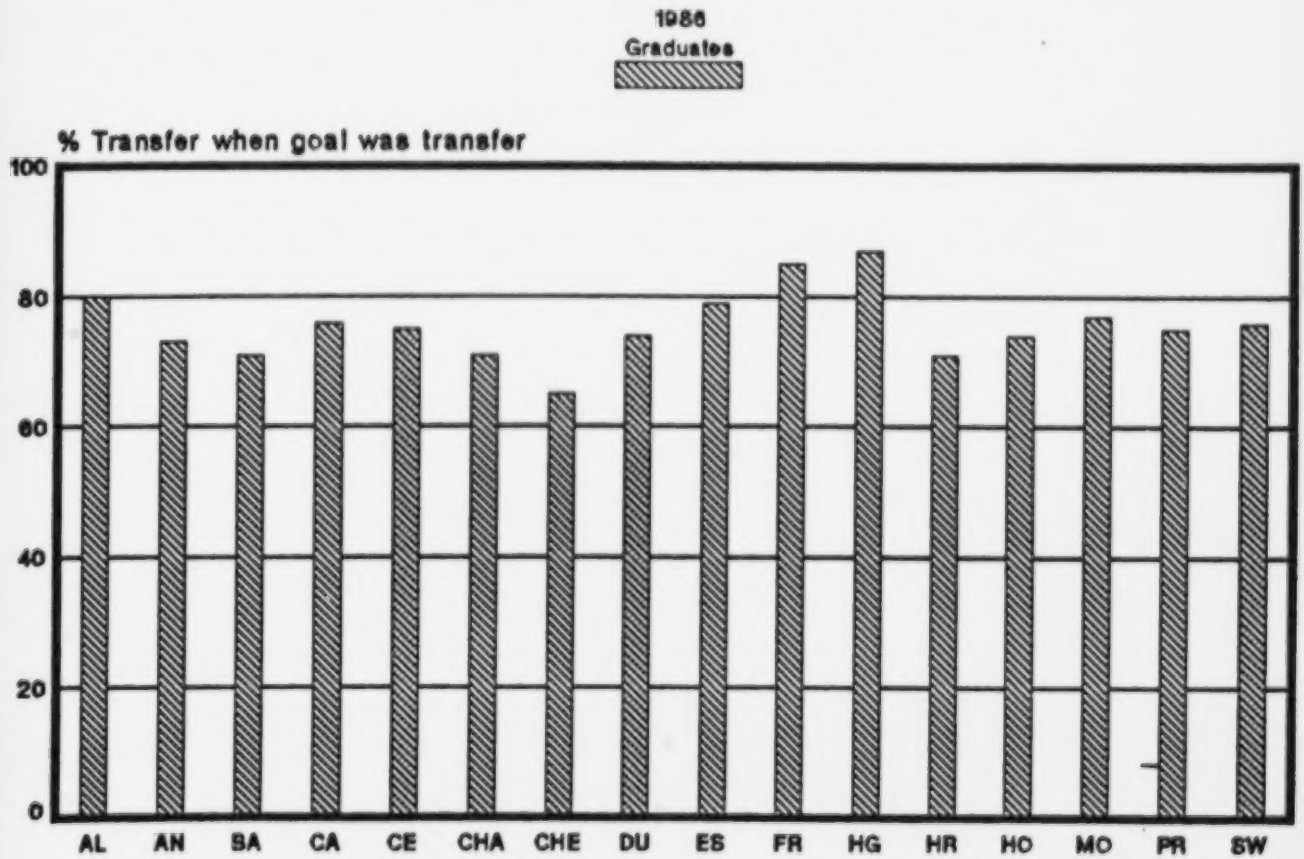
(c) Status of all community college transfer students at University of Maryland College Park. Total number of transfers at UMCP in 1986 was 4,572.

(d) Status of first-time transfers during the first year of enrollment.

(e) There are no trend data for this item because the survey question was changed in the most recent survey.

TRANSFER GOAL ACHIEVEMENT

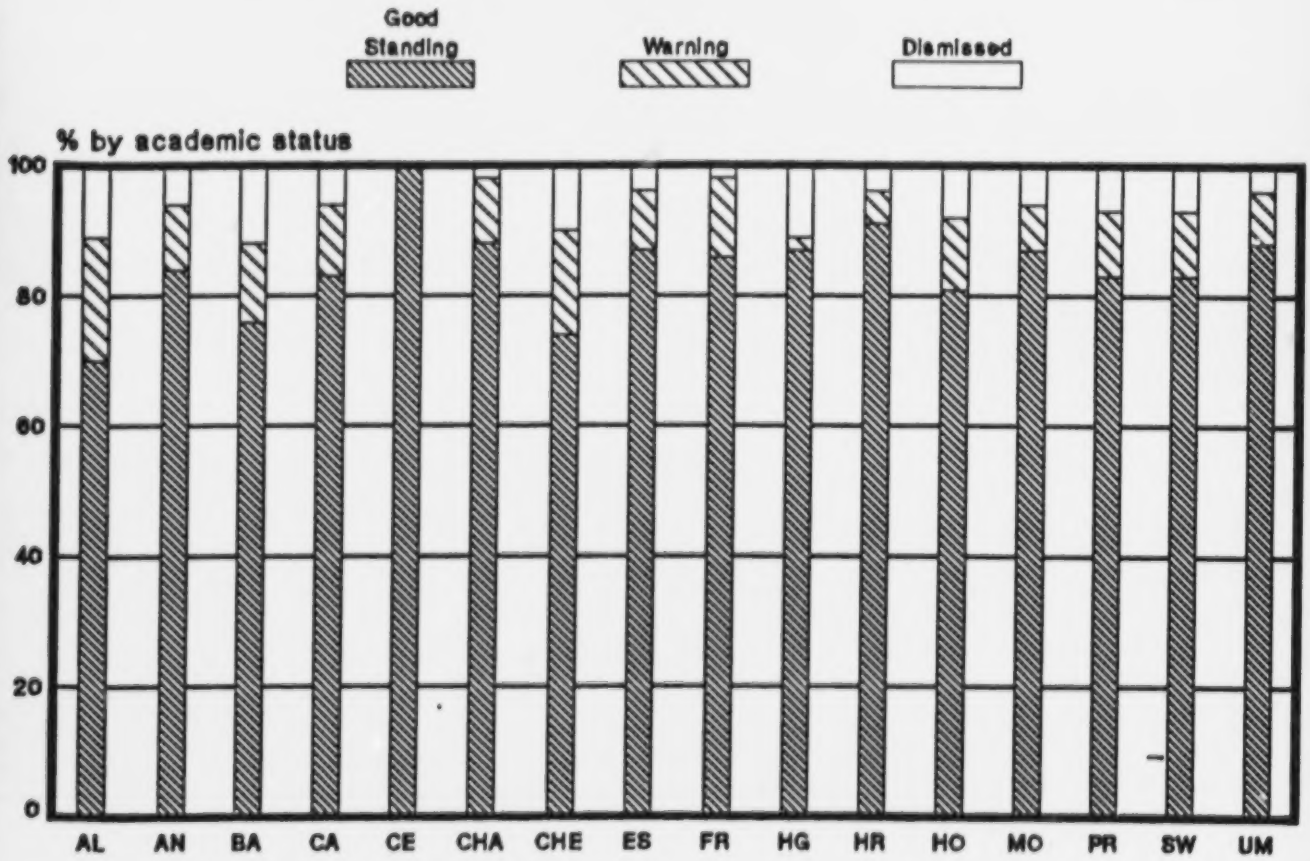
MARYLAND COMMUNITY COLLEGES



Source: 1986 graduates surveyed in 1987

TRANSFER STUDENTS AT UMCP - FALL 1986

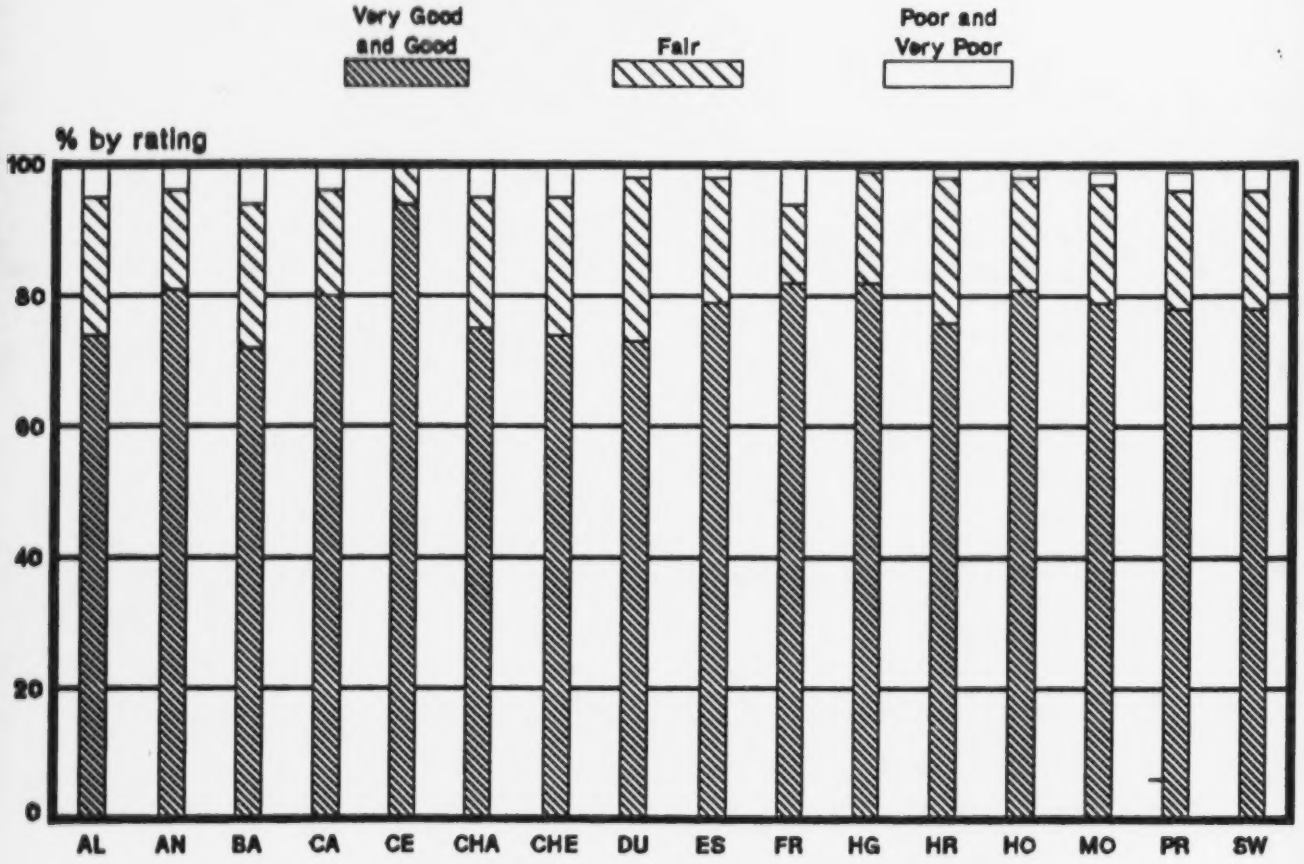
MARYLAND COMMUNITY COLLEGES



Source: University of Maryland

RATING OF TRANSFER PREPARATION

MARYLAND COMMUNITY COLLEGES



Source: 1986 graduates surveyed in 1987

PERFORMANCE PROFILE TECHNICAL NOTES

1. Full-time Employment in Field of Training. Sources are surveys of all graduates conducted every other year. Associate and certificate graduates were surveyed one year after graduation. All graduates were asked their employment status and the relationship between their program at the community college and their job. Graduates from career programs who reported they were employed full-time and their job was directly or somewhat related to their program are included in this item. Others may be working in an unrelated job, be employed part-time, have transferred to another college, have joined the military, be working in the home, or be unemployed and looking for work.

2. Employers Rating of Training of Graduates as Very Good or Good. Employers of graduates were surveyed one year after their employee had graduated. Among other items, they were asked to rate the technical knowledge, work attitude, work quality and the overall vocational training received by the graduate as it relates to the requirements of the job. The employers who responded good and very good are shown. Other response alternatives included fair, poor, and very poor.

3. First Attempt Pass Rate for the State Nursing Licensing Examination. The examination is for all graduates sitting for the examination for the first time. Source: Maryland State Board of Nurses.

4. Transfer Goal Achievement. Respondents were asked: What was your primary reason for attending this community college? If their response was to prepare for transfer to a four-year institution and they had transferred to a four-year college, they are included as having achieved that goal.

5. Good Standing at University of Maryland or Other Maryland Public Four-Year Institutions. Periodic reports from the four-year colleges provide information on the number of transfer students who are in good standing, on probation, or have been dismissed. The largest number of community college transfer students attend the University of Maryland College Park. Source: University of Maryland Central Administration; Board of Trustees of State Colleges and Universities.

6. Student Rating of Transfer Preparation as Very Good or Good. Source is the 1987 survey of 1986 graduates. If a 1980, 1982, or 1984 graduate reported having transferred, he was asked: How satisfied are you with preparation for transfer? All students who transferred and reported they were extremely satisfied or satisfied were included. The percentage of those who reported being extremely satisfied during this period ranged from 35 to 36 percent, satisfied 56 to 57 percent, and unsatisfied 8 to 9 percent. The 1986 graduates were asked: How well did your community college prepare you for transfer? Very good, good, fair, poor, or very poor. All students who transferred and reported they received very good or good preparation are included. On a statewide basis, 34 percent rated transfer preparation as very good, 44 percent as good, 18 percent as fair, 3 percent as poor, and .6 percent as very poor.

ERIC Clearinghouse for Junior Colleges SEP 23 1988